R E P O R T R E S U M E S

ED 014 974 JC 670 663

COMMUNITY COLLEGE BOARDS OF TRUSTEES, AN ANNOTATED BIBLIOGRAPHY. OCCASIONAL PAPERS.

BY- GILES, FREDERIC T. OLSON, OMAR L.
WASHINGTON UNIV., SEATTLE,

PUB DATE MAY 67

EDRS PRICE MF-$0.25 HC-$1.64 39P.

DESCRIPTORS- *JUNIOR COLLEGES, *ANNOTATED BIBLIOGRAPHIES, *BIBLIOGRAPHIES, GOVERNANCE, TRUSTEES, GOVERNING BOARDS, COLLEGE ADMINISTRATION,

ENTRIES IN THIS ANNOTATED LISTING OF PUBLISHED AND UNPUBLISHED MATERIALS ABOUT COMMUNITY AND JUNIOR COLLEGE BOARDS OF TRUSTEES ARE ARRANGED IN THREE GROUPS--(1) REFERENCES OF PARTICULAR RELEVANCE TO THE NEW TRUSTEE OR ADMINISTRATOR, (2) REFERENCES WHICH SPECIFICALLY RELATE TO OR DEAL PRIMARILY WITH THE ROLE OF THE TRUSTEE AND THE BOARD AT THE COMMUNITY COLLEGE LEVEL, AND (3) REFERENCES WHICH DEAL PRIMARILY WITH THE ROLE OF THE TRUSTEE AND THE BOARD IN HIGHER EDUCATION. (AUTHOR/WO)

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University of Washington

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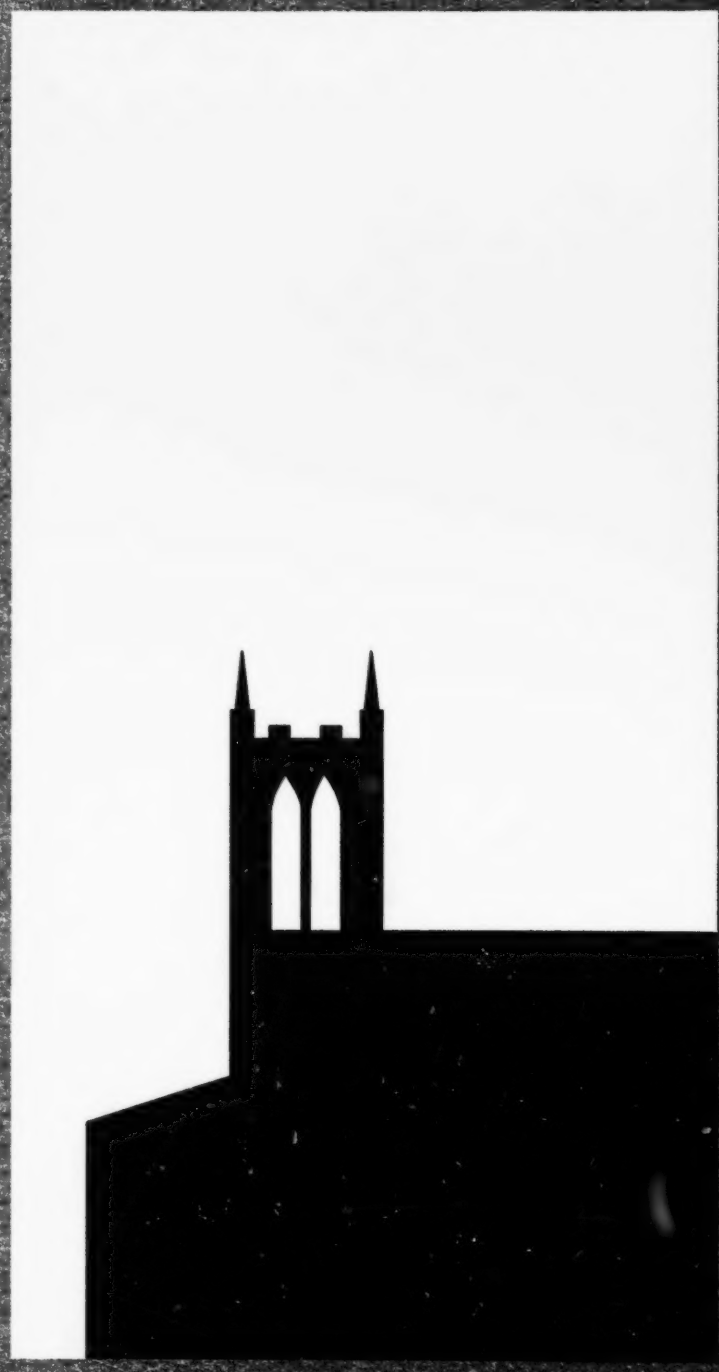

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COMMUNITY COLLEGE BOARDS OF TRUSTEES: AN ANNOTATED BIBLIOGRAPHY

Prepared by:

Center for the Development of
Community College Education

at the University of Washington

Frederic T. Giles, Director
Omar L. Olson, Research Associate

May 1967
Seattle, Washington

INTRODUCTION

The role of the community and junior college board of trustees is currently one of the central topics of interest in higher education both in the state of Washington, and throughout the nation as a whole. Insofar as the Center for the Development of Community College Education can determine, no attempt has yet been made to compile a single guide to relevant literature. The Center has attempted to provide a timely service by compiling an annotated guide to published and unpublished materials dealing with this topic. Although not intended to be an exhaustive bibliography, this guide does include all sources which the Center has been able to find which are relevant and useful to the interested user.

BIBLIOGRAPHICAL SOURCES

In compiling this annotated guide, the following bibliographical sources were consulted:

Bigelow, Karl W. Selected Books for the College and University Administrator. New York: Teachers College, Columbia University, 1958. 26 pp. (Annotated and categorized.)

Boss, Richard D. and Roberta Anderson. Bibliography on the Community-Junior College. Corvallis: School of Education, Oregon State University, 1965. 60 pp. (Uncategorized and unannotated bibliography only.)

Chambers, M. M. A Brief Bibliography of Higher Education in the Middle Nineteen Sixties. Bloomington: Indiana School of Education, Indiana University, 1966. 52 pp. (Categorized and indexed, but not annotated.)

Dissertation Abstracts. Abstracts of Dissertations and Monographs in Microfilm. Vols. 1-27. Ann Arbor: University of Michigan, Inc., 1938-66.

Eells, Walter Crosby and Ernest V. Hollis. Administration of Higher Education: An Annotated Bibliography. U.S. Office of Education Bulletin 1960, No. 7. Washington, D.C.: United States Government Printing Office, 1960. (Categorized and indexed.)

_____. The College Presidency, 1900-1960: An Annotated Bibliography. U.S. Office of Education Bulletin 1961, No. 9. Washington, D.C.: United States Government Printing Office, 1961. (Categorized and indexed.)

Martorana, S. V. "Readings on the Junior College," The Public Junior College, Nelson B. Henry (ed.). The 55th Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1956. pp. 323-338. (Annotated, categorized, and indexed.)

Meeth, L. Richard. Selected Issues in Higher Education: An Annotated Bibliography. New York: Teachers College Press, Teachers College, Columbia University, 1965. 212 pp. (Categorized and indexed.)

Morrison, D. G., Ken August Brunner, and S. V. Martorana. The Two-Year College: An Annotated List of Unpublished Studies and Surveys, 1957-61. U.S. Office of Education Bulletin 1963, No. 28. Washington, D.C.: United States Government Printing Office, 1963. 41 pp. (Categorized and indexed.)

_____. and S. V. Martorana. The Two-Year Community College: An Annotated Bibliography of Studies and Surveys. U.S. Office of Education Bulletin 1958, No. 14. Washington, D.C.: United States Government Printing Office, 1958. 33 pp. (Categorized and indexed.)

Parker, Franklin and Ann Bailey. The Community Junior College: Bibliography of 519 United States Doctoral Dissertations. Norman, Oklahoma: University of Oklahoma, 1963 (?). (Unannotated and uncategorized bibliography only.)

In addition, relevant literature indexed in the Education Index and the Reader's Guide to Periodical Literature between the years 1955 and 1967, as well as the holdings to date of the University of Washington Library is included. In a few instances, the Center was unable, for one reason or another, to review certain books and articles; however, if thought to be relevant, they are included without annotation.

Wherever verbatim annotations from the above-listed sources are used in the text, the fact is so indicated by recording the last name of the author at the end of the annotation. In the case of the two bibliographies by Eells and Hollis, the notation "(A)" following the authors' names refers to the bibliography, "Administration of Higher Education . . .," and the notation "(B)" refers to the bibliography, "The College Presidency . . . ." All other annotations are compiled by the staff of the Center.

METHOD OF CATEGORIZATION

To date, the majority of recognized authorities have chosen to discuss the role of the trustee and the board within the general framework of higher education. In order to facilitate usage of this guide, relevant materials have been divided into three broad categories: (1) select references of particular relevance to the new trustee or administrator; (2) references which specifically relate to or deal primarily with the role of the trustee and the board at the community college level; and (3) references which deal primarily with the role of the trustee and the board in higher education in general.

ANNOTATED BIBLIOGRAPHY

I. A select list of references for the new trustee or administrator.

Bell, Laird. "From the Trustees' Corner," Association of American Colleges Bulletin. XLII (October, 1956), pp. 353-361.

An illuminating discussion of the responsibilities and limitations of the board of trustees in an American institution; illustrated by numerous examples from University of Chicago experiences. EELLS AND HOLLIS (A)

Committee on Government and Higher Education. The Efficiency of Freedom. Baltimore: Johns Hopkins Press, 1959. 44 pp.

The Committee is concerned with the over-all changing relationship between state governments and public institutions of higher education. The basic objectives were: (1) to define the relationships that should properly exist between public officials and state institutions of higher education; (2) to identify the principal areas in which state control over higher education has appeared to exceed proper limits and thus lead to unwarranted political or bureaucratic intrusion into educational policy or effective educational administration; and (3) to suggest remedial lines of action. The report is a landmark study on the preservation of board autonomy and authority, and merits careful study.

Cowley, W. H. "Some Myths About Professors, Presidents, and Trustees," Teachers College Record, LXIV (November, 1962). pp. 159-171.

Author's summary statement: "I have tried to show that myths about the past interfere with a clear view of the relationships of professors, presidents, and trustees; and I have sought throughout to bespeak the urgent need of improved understanding and good will in these relationships. American higher education . . . cannot meet its responsibilities without such understanding and good will." Carefully traces the historical development of the role and powers of the college trustee; deserves careful reading by all trustees, administrators, and professors.

Durham, Milton W. "A Citizen's Highest Responsibility," Proceedings, Association of Governing Boards of State Universities and Institutions, October 19-22, 1960. pp. 82-84.

Reviews for new trustees the functions of a trustee; emphasizes importance of a trustee's responsibilities and presents a five-point "trustee's creed."

Hughes, Raymond M. A Manual for Trustees of Colleges and Universities. Ames: Iowa State College Press, 1943. 166 pp.

The purpose of this book is to acquaint trustees with some policies, practices, and problems in higher education administration. Areas covered include the relationship of the trustee to the president and the faculty;

specific responsibilities of trustees; responsibilities of trustees in policy development; duties and services of a trustee. MEETH

Kintzer, Frederick C. Board Policy Manuals in California Public Junior Colleges. Occasional Report from UCLA Junior College Leadership Program, No. 2. Los Angeles: School of Education, Junior College Leadership Program, January 1962. 43 pp.

The report studies 23 policy manuals from California public junior colleges. "It is anticipated that the present analysis of board policy manuals will be of value to committees which are formulating or revising board policy statements. It is hoped that the report will have particular value for boards and administrators in districts with newly established junior colleges."

Martorana, S. V. College Boards of Trustees. Washington, D.C.: The Center for Applied Research in Education, Inc., 1963.

Provides brief but excellent coverage of the lay trustee concept in American higher education. Identifies and describes the different types of boards responsible for higher education now operating in the country; notes and discusses a wide span of important issues and problems that surround these boards in their work; points out the gaps in knowledge about boards of higher education and the areas in which more research and scholarly effort is needed. Focuses on the ways in which the effectiveness of boards of trustees can be extended to meet modern problems. An excellent single source for new trustees.

Pray, Francis C. "Report Card for College Trustees," Educational Record, XLV (Summer, 1964), pp. 251-254.

Develops a "report card for college trustees." Focuses on the effectiveness of the individual on the board, the appropriateness and effectiveness of his service. Deserves careful perusal by trustees and administrators.

Rauh, Morton A. College and University Trusteeship. Yellow Springs, Ohio: Antioch Press, 1959. 112 pp.

A report based on the author's interviews with over fifty trustees and a review of the literature, this volume sets forth the role of trustees (especially in private institutions offering four-year and higher degrees) and some techniques which are helpful in fulfilling this role. It also (1) describes the major functions of the board; (2) identifies some of the common problem areas; (3) provides some examples against which trustees can compare their own institution; and (4) suggests means of further study. Appendix includes recommended readings for trustees. MEETH

Primarily a practical handbook for college trustees, this is an outgrowth of the meeting of the Institute for College and University Administrators held at Harvard University in 1956. Based on personal conferences with many presidents and trustees. Longest chapter, "Trustees and the President" (pp. 23-33), deals with qualifications and selection of the president and subsequent working relations with him. Includes four illuminating case studies. EELLS AND HOLLIS (P)

Reeves, Charles Everand. School Boards: Their Status, Functions and Activities. New York: Prentice-Hall, Inc., 1954.

Although this book deals specifically with public school boards, nevertheless, it contains much information and advice that should prove very helpful for community college boards of trustees. The author's basic purpose is to provide in a single source, information concerning the status, functions and activities of school boards for the benefit of those laymen entering upon their duties as board members. Included in Appendix "A" is an excellent summary of ethical principles for school board control.

School Board-Superintendent Relationships. The 34th Yearbook of the American Association of School Administrators. Washington, D.C.: American Association of School Administrators, 1956. 502 pp.

Although not directly concerned with the community college level, nevertheless, it is an excellent source on boards in general and does contain much material that should be very helpful to the community college trustee.

The general theme is the relationship between the school board and the superintendent of schools. Incidents to illustrate the strains that test this relationship are included in every chapter. Topics include the general setting in which the board and the superintendent work, their relationships, methods and procedures, functions and programs, and future opportunities.

School Boards and School Board Membership. Prepared by the New York State Regents Advisory Committee on Educational Leadership. New York: State Education Department, The University of the State of New York, 1965.

An excellent analysis of the functions, organization, responsibilities, and policies of selected school boards in the state of New York. Contains much information of real value to community college boards of trustees. Basic purposes of the study were: (1) to establish some general characteristics of a number of fairly representative school boards in the state of New York; and (2) to attempt to discover those characteristics which differentiate effective from ineffective boards. Contains, in addition to a series of recommendations, extensive statistical documentation of the study's findings.

Wicke, Myron F. Handbook for Trustees. Nashville: Board of Education, The Methodist Church, 1957. 57 pp.

A distillation based on wide experience. Brief, clear, sensible. Includes AAUP Statements of Principles on Academic Freedom and Tenure, Resignations, and Retirement in an appendix; also Ten Investment Principles. A fine gift to a new trustee. BIGELOW

Topics covered: the trustee system in the United States, areas of board responsibility, board-president relationships, meetings and reports of the board, the trustee and the faculty, the trustee and the church. MEETH

II. References which specifically relate to or deal primarily with the role of the trustee and the board at the community college level.

Arnold, Marshall. A Study of the Organization and Control of State Supported Higher Education as Reported in Selected Surveys. Columbia: University of Missouri, 1956. 392 pp. (Abstract in Dissertation Abstracts, XVI [November, 1956], pp. 2070-2071.

Unpublished doctoral dissertation (Ed.D.). Concerned with changes between 1933 and 1956 as recommended by 53 selected state surveys. Covers many aspects of organization and composition of boards of control, and use of state coordinating boards. EELLS AND HOLLIS (A)

Beach, Fred F. and Robert F. Will. The State and Education: The Structure and Control of Public Education at the State Level. U.S. Office of Education Miscellaneous Bulletin No. 23. Washington, D.C.: United States Government Printing Office, 1955.

Focuses on the structure and control of public education at the state level; deals specifically with state educational agencies of the United States. Special emphasis is given: (1) to reasons why people have preferred boards of education over individuals as policy-making agencies; (2) to analyses of the three basic types of state education boards; (3) to how state education boards are employed in the structure of government to regulate and operate educational programs of the state; (4) to the expanding role of state boards of education and chief state school officers; and (5) to the fundamental changes which have occurred and are occurring in the state education structure. Chapter 8 deals specifically with the public junior and community college in the state structure of education. Although somewhat out of date, this study provides an excellent base from which to compare what has transpired in the way of legislation and patterns of control in the community college movement in the United States in the past decade.

Boardsmanship: A Handbook for Washington State School Board Members. Olympia: Washington State School Directors' Association, 1958. 91 pp.

"The best way to assure the continuance of a high level of public education is through the continuance of strong boards of education. . . . To serve this purpose, the following Handbook has been prepared for local school directors' use . . . . The result contains information, procedures, and recommendations which have been gathered from years of experience." Contains much information of value to community college trustees. (A copy of this book is available without charge to all school board members and school administrators in the state of Washington. Write Washington State School Directors' Association, 201 Capitol Park Building, Olympia, Washington.)

Christensen, Alfred. "The Organization and Administrative Control of the Public Junior College," Northwestern University, 1931.

(An unpublished doctoral dissertation.)

Clark, Basil. "Boards of Control in California," Selected Papers from the Forty-Fourth Annual Convention--American Association of Junior Colleges. Washington, D.C.: American Association of Junior Colleges, 1964. pp. 28-34.

An excellent description of California's local district and state boards of control as they relate to public community colleges. Includes a discussion of the role of these various boards in various aspects of the educational program.

Donahue, Elbert Brantley. "The Control and Support of Public Junior Colleges in the United States." University of Missouri, 1941.

(An unpublished doctoral dissertation.)

Gardner, J. W. "How to Tell a First-Rate Board," Nation's Schools, LXXVIII (December, 1966). p. 31.

Although directed to public school boards, questions raised are quite relevant to college boards of trustees.

Gross, Neal. Who Runs Our Schools? New York: John Wiley and Sons, 1958. (See Chapter 7, "Why Do People Want to Be School Board Members?")

Although this study is concerned with school boards and superintendents of the public schools, the chapter indicated above should be of particular interest to community college trustees and administrators. The factors which influence good and bad motivation for board members are treated in an empirical manner. The results are both interesting and relevant at the community college level.

Hall, G. L. "Confusion in Control of the Junior College," Junior College Journal, XXXII (April, 1962). pp. 432-436.

Discusses the confusion which arises regarding control of the community college when it is administered as a part of the local school district; advocates separate community college districts with a separate and autonomous board of control.

_____. "Ten Commandments for Trustees: Trustees Who Follow These Guidelines Enjoy a Satisfying Public Service," Junior College Journal, XXXVI (April, 1966). pp. 25-27.

Sets forth ten excellent guidelines for trustees; discusses various aspects of the role of trustees in the light of these guidelines.

Hutchinson, Allen Chaffin. "The Development of the Controls of Public Junior Colleges." University of Texas, 1951.

(An unpublished doctoral dissertation.)

Junior Colleges and Community Colleges. Middle States Association of Colleges and Secondary Schools, Document No. 4. New York: The Association (December, 1958).

Keesecker, Ward, W. State Boards of Education and Chief State School Officers. U.S. Office of Education Bulletin 1950, No. 12. Washington, D.C.:

United States Government Printing Office, 1950. 113 pp.

"The general purpose of this study is to show the legal organization of State school administration. More specifically, it has for its objectives: (1) to describe present legal provisions pertaining to State boards of education and chief State school officers; (2) to show legal relationships between these State agencies; (3) to show trends with respect to State education boards and officers--their qualifications, methods of selection, and terms of office; (4) to set forth the principle powers and duties vested by law in such boards and officers in the respective States; (5) to summarize educational legislative principles and practices, with respect to State School administration, and (6) to present information and conclusions which may be helpful in establishing sound and effective legal structure and organization for the improvement of State school administration."

Kintzer, Frederick C. Faculty Handbooks in California Public Junior Colleges. Los Angeles, California: University of California, 1961. 25 pp.

Designed for use by junior college administrators and those responsible for the development of faculty handbooks. Analyzes, informatively, the faculty handbooks of 51 California junior colleges. MORRISON, BRUNNER, AND MARTORANA

Manual for Board of Regents: New Mexico State Educational Institutions. Santa Fe: New Mexico Board of Education Finance, 1955. 38 pp.

"The first section of this bulletin is devoted to a brief description of the legal situation under which the State educational institutions in New Mexico are operated. The second section outlines the functions of boards of educational institutions in general terms. This is followed by a section which describes some five general principles of operation. The final major section considers the relationships between the board and its chief executive officer. The principles that are set forth in this bulletin are drawn largely from the published literature on the subject and are based on long experience with and observations of the operation of educational institutions in the United States. Except where specific legal provisions are involved, the principles are set forth without particular reference to the situation in New Mexico and are based on the general experience of the operation of educational institutions throughout the United States." EELLS AND HOLLIS (A)

Martorana, S. V., "State Boards Responsible for Higher Education," Proceedings, Association of Governing Boards of State Universities and Allied Institutions, October 19-22, 1960. Denver: Association of Governing Boards, 1961. pp. 66-72.

Consists of summary of a report published in the summer of 1960 by the author and Dr. Hollis entitled State Boards Responsible for Higher Education. Points out that organization and administration of public higher education is currently undergoing review and revision; describes different patterns of control utilized in the several states, emphasizing the diversity and even confusion that exists. Concludes that: ". . . (1) we are seeking

mechanisms and structures which accomplish effective state-wide coordination, planning, and programming, while at the same time preserving, as much as possible, the values and ideals of local institutional management and control; and (2) we are seeking methods to retain the complete control of public higher education, at both the institutional level and the state level, in the hands of boards made up of lay citizens selected for that purpose." Valuable reading for trustees and administrators. (For the complete study see S. V. Martorana and Ernest V. Hollis. State Boards Responsible for Higher Education. U.S. Office of Education Circular OE-53005. Washington, D.C.: United States Government Printing Office, 1960.

Montandon, Carlos Morrison. "Selection of Chief School Administrators in California Public Junior Colleges." Colorado State University, 1954.

(An unpublished doctoral dissertation.)

Newburne, H. K. "Board Meets the President," Junior College Journal, XXXV (November, 1964), pp. 12-14.

Board and president must share respect as well as responsibility; emphasizes the important and burdensome role of the board member; feels the most important single activity conducted by a board of trustees is the selection of the chief executive officer; discusses the relationships between the board and the president regarding board philosophy, policy formation, and implementation.

Priest, Bill J. "Selecting a College President," Junior College Journal, XXXV, No. 7 (April, 1965), pp. 5-7.

Suggests that the selection of a president is the most important decision a junior college board of trustees can make. Discusses various approaches including, "Where is the best man likely to be found?" Provides a step by step list of "do's" and "don'ts," beginning with the establishment of qualifications desired and concluding with contract negotiations.

Proceedings of the Workshop on Establishing Junior Colleges. For Administrators and Boards of Trustees of New Junior Colleges. Sponsored by California State Department of Education; California Junior College Association; Junior College Section, California School Boards Association; and University of California, Los Angeles. Sacramento, California: State Department of Education, 1961. 71 pp.

Reports in detail the proceedings of a workshop on establishing junior colleges in California. Includes an address on "Junior College Philosophy, Objectives, Standards as a Basis for Planning"; a symposium panel on "Do's and Don'ts of Getting Started," from the viewpoints of a president, a trustee, and the State Department of Education; and the addresses delivered and conclusions reached in section meetings on "Board and Administrative Policies," "Development of College Offerings," and "Planning a New Campus." Concludes that more conferences and study of the problems and opportunities associated with establishing new junior colleges are need. MORRISON, BRUNNER, AND MARTORANA

Report of Survey Team on Morristown Normal and Industrial College. Made to the Board of Trustees of the College. Directed by Myron F. Wicke and James S. Thomas, Department of Secondary and Higher Education, the Board of Education of the Methodist Church. Nashville, Tennessee, 1957. 17 pp.

Briefly surveys the administration, business management, and curriculum of the college, pointing out problems and weaknesses. Recommends means by which the Board of Trustees can solve many of the problems of the college. MORRISON, BRUNNER, AND MARTORANA

Report on Monticello. Prepared for the Board of Trustees by the staff and faculty, under the direction of Leland L. Medsker, Consultant, and Dr. Russell T. Sharpe, President. Alton, Illinois, 1958. 163 pp.

Prepared in two volumes: (1) Text and Recommendations, and (2) Charts and Tables. Presents a comprehensive analysis of data concerning Monticello's program and student body to guide the Board of Trustees in making important long-range policy decisions. MORRISON, BRUNNER, AND MARTORANA

Rislov, Sigurd, "The Board's Responsibility," Junior College Journal, XXXV (September, 1964). pp. 9-11.

Contrasts the responsibilities of a community college board with a proprietary or private board. Says the three basic responsibilities of a community college board are: (1) to confirm the objectives of the institution; (2) to adopt policies intended to realize these objectives; and (3) to evaluate or appraise the results of these policies. Discusses approaches to implementing these responsibilities.

Robinson, David Gunning. "Perceptions Held by Florida Superintendents, School Board Members, Advisory Committee Members, and Presidents of Their Functions, Qualifications, and Problems Relative to the Public Junior College." Florida State University, 1963. 214 pp. (Abstract in Dissertation Abstracts, XXIV, p. 1058.)

Unpublished doctoral dissertation (Ph.D.). Purpose: to examine perception of the administrative functionaries and groups associated with the public junior college in Florida in terms of how they perceive themselves and their referent groups. Results show that misunderstandings and lack of information on functions, etc. does exist. Study did not attempt to determine why they exist; suggests this as another possible study.

Scribner, Jay Donald. "A Functional-Systems Analysis of School Board Performance." Stanford University, 1966. 120 pp. (Abstract in Dissertation Abstracts, XXVII, p. 85-A.)

An unpublished doctoral dissertation (Ed.D.). Although concerned with a public school board in one district (i.e., Palo Alto, California), the study is extremely useful in that it attempts to employ an empirical method for studying school boards as a part of the administrative structure of education. The specific purposes of the study were: (1) to develop a set of concepts for classifying events related to the performance of school

boards; (2) to specify working definitions of the concepts; and (3) to ascertain the applicability and utility of the proposed functional systems framework for future research in the field of educational administration. Conclusions and recommendations: (1) This approach seems appropriate for refining and developing the functional systems framework; (2) more studies using different approaches and techniques should be developed for attempting to determine the utility of certain unverified concepts for future research; (3) findings should be valuable in studying administrative structures similar to the school board, at all levels of the governmental structure of public education.

Stickler, W. Hugh (ed.). Florida's New Community Colleges. Tallahassee: Florida State University, 1957. 40 pp.

Proceedings of the Fifth Annual Junior College Conference, January 25-26, 1957. Papers and discussion on state plan of junior colleges, potential enrollments, curriculums, responsibilities of board members, building programs, and construction and operating costs. EELLS AND HOLLIS (A)

Toll, George B. Background Research for a Manual of Policies and Procedures for Use of Junior College Governing Boards, Educational Foundations and Trusteeships in the Administration of Contributions, Devices and Bequests for Educational Uses. Department of Education, University of California at Los Angeles, Los Angeles, California, 1951. 23 pp.

Contains information on giving through the junior college governing board, estate management, and educational foundations; powers of the nonprofit corporation; and supervision of charitable corporations and tax exemption provisions. MORRISON, BRUNNER, AND MARTORANA

III. References which deal primarily with the role of the trustee and the board in higher education in general.

Adams, Arthur S. "A Board's Highest Responsibility," Proceedings, Association of Governing Boards of State Universities and Allied Institutions, 1958. pp. 67-73. Discussion, pp. 126-130, 132-133.

"I venture to assert that the highest responsibility of a board of trustees is that of selecting and electing the president of the university of which the board has the ultimate control and responsibility." Discusses desirable characteristics of the president and best methods for selecting him. EELLS AND HOLLIS (A)

_____. "The Goals of Higher Education and the Regents Responsibility to Them." Proceedings, Association of Governing Boards of State Universities and Allied Institutions, October 10-14, 1961. pp. 26-30.

Notes with approval the current national preoccupation with goals; charts seven goals for higher education in the next ten years and discusses the regent's or trustee's role with respect to them; sets forth four steps for

determining institutional policy: (1) identifying the objective, (2) gathering all available facts, (3) reasoning to a logical conclusion, and (4) taking such action on that conclusion as will make the resulting policy clear to all concerned. Says the regent's role in developing policy has always been important and "In the days ahead, . . . it is likely to be crucial."

_____. "Relationships Between Governing Boards and Administrative Officers," Proceedings, Association of Governing Boards of State Universities and Allied Institutions, 1952. pp. 51-57.

"The subject which I have undertaken to discuss today is one which is full of hazards of misunderstanding and dangers of application . . . . The trustees or the regents, the administration, the faculty, the students, and the public all have an interrelationship one with the other, in interrelationship which means, in the final analysis, accomplishment, if it is to be carried on with proper respect for the function of each particular part." Discusses the various responsibilities involved. EELLS AND HOLLIS (A)

Akers, Milburn P. "A Trustee Gives His Views on Who Should Sit on the Small College Board," College and University Business, XXVI (January, 1959), pp. 19-21.

"Many colleges would profit immensely if they would modernize their concepts as to what qualities are needed on a board of trustees. If you have qualified men on your board, you should let them work at the job."

_____. "A Trustee Looks at the Colleges," Council for the Advancement of Small Colleges Newsletter, VIII (May, 1964), pp. 6-7, 13.

Alexander, R. J., "Should the Faculty Run the Board of Trustees?" American Teacher, XXXVIII (December, 1953), pp. 14-15.

"Boards of trustees of modern universities are for the most part made up of men who are only accidentally interested in education . . . . The responsibility for the conduct of the university should rest, in the last instance, with the faculty. . . . The United States is one of the few countries where universities are not controlled by the faculty." EELLS AND HOLLIS (A)

Anthony, Alfred Williams, "Concerning College Trustees," Bulletin of the Association of American Colleges, XIX (December, 1933), pp. 425-431.

A study of 640 American institutions as of 1933 indicated 76.5 per cent had boards designated "trustees"; indicates this term is a misnomer ". . . which actually may distort and hamper functioning . . ." of the board. Conclusion: "Only by correct terminology can good thinking and wise planning be attained."

Beck, Hubert Park. Men Who Control Our Universities; The Economic and Social Composition of Governing Boards of Thirty Leading American Universities. New York: King's Crown Press, 1947. 229 pp.

Doctoral dissertation at Teachers' College, Columbia University, 1945. Chiefly concerned with boards of trustees, but frequent references to presidents, especially their appointment, dismissal, powers, and membership on boards. EELLS AND HOLLIS (P)

This study is designed (1) to analyze objective evidence about the economic and social characteristics of members of governing boards of 30 leading American universities, and (2) to evaluate some of the implications of these characteristics. The author recommended greater diversity among board members, a wider representation of social groups. MEETH

Benjamin, Harold (ed.). Democracy in the Administration of Higher Education. 10th Yearbook of the John Dewey Society. New York: Harper and Brothers, 1950.

College and university administrators and professors state their liberal views on administrative policies and practices. Among special topics: composition of governing boards, faculty organization, personnel selection and appraisal, financial support, institutional activities. Informed and challenging. BIGELOW

Benson, George C. S. "The Role of Faculty in the Development of Higher Education," Proceedings, Western College Association, Spring, 1956. pp. 27-34.

"This is a subject to explore with fear and trembling . . . . I know of no place in which good administrative practice is less clearly defined than the role of our faculties in their colleges and universities." Discusses the appropriate place of the faculty in curriculum development, standards of scholarships, faculty selection, faculty tenure, buildings and grounds, student personnel, financial development, and participation in boards of trustees. "We need much more thinking than we have yet done on these joint organization problems." EELLS AND HOLLIS (A)

Black, Max. "Academic Government," American Association of University Professors Bulletin, XLII (Winter, 1956), pp. 613-617.

The quality of decisions of boards of control is determined largely by the quality of the counsel they receive. Communication between faculty-trustees must and can be improved. MEETH

_____, F. G. Marcham, and George Winter. "Faculty-Trustee Relations: A Panel Discussion in Three Parts," American Association of University Professors Bulletin, XLII (Winter, 1956), pp. 613-624.

Presented at a meeting of the Cornell Chapter of the American Association of University Professors. Professor Black discussed faculty government. Professor Marcham discussed faculty representation on the board of trustees. Professor Winter discussed faculty-trustee communications. EELLS AND HOLLIS (A)

Blackwell, Thomas E. College Law. A Guide for Administrators. Washington, D.C.: American Council on Education, 1961. 347 pp. (See Chapter 2, "The College Corporation," pp. 22-57.)

The author reviews legislative and judicial decisions affecting: (1) state supervision and control of educational corporations, (2) public funds for support of educational institutions, (3) corporate powers and their exercise, (4) administration of the institutions, and (5) duration of corporate life. MEETH

Bogert, G. C. "Faculty Participation in American University Government," American Association of University Professors Bulletin, XXXI (Spring, 1945), pp. 72-82.

A law professor judiciously traces the changing position of the faculty in relation to institutional control in America, concluding that today "in some of our more enlightened institutions the spirit of organization is that of a partnership of trustees, officers, and faculty, each contributing according to his own talents." BIGELOW

Bolman, Frederick de W. How College Presidents Are Chosen. Washington, D.C.: American Council on Education, 1965.

_____. "How Will You Find a College President?" Journal of Higher Education, XXXVI (April, 1965), pp. 200-208.

"As a governing group, trustees face three simple and basic problems in a presidential hunt: What kind of man is needed? How will the search be conducted? Where is he to be found?" Discusses the implications inherent in these three questions; sets forth rules and guidelines; points up dominant characteristics of men and women who have recently been selected as presidents; cautions that trustees should always be in a position of readiness to select a president and explains how this should be done.

Boucher, Chauncey Samuel. "The Relation of a College President to His Governing Board." Proceedings, Association of Governing Boards of State Universities and Allied Institutions, 1941. pp. 43-54.

". . .a president should regard his board as his best guide, counselor, and friend; as his greatest source of strength in the development of a constructive educational program; as his best and safest bulwark in time of storm and stress. . ." Topics discussed: complete intellectual honesty necessary; board should be fully informed; president must be patient; administrative council helpful; good public relations essential. EELLS AND HOLLIS (P)

Bretz, Julian P. "Selecting a President at Cornell," American Association of University Professors Bulletin, XXV (April, 1939), pp. 150-157.

"The recent selection of a President for Cornell University has attracted favorable notice because of the somewhat unusual procedure of the Board of Trustees in inviting faculty participation. I have been asked to give you an account of the search for a new president with special emphasis on the method employed." Describes the joint committee of nine members, five from the trustees, four from the faculty, its philosophy and its methods. EELLS AND HOLLIS (P)

Brown, Kenneth I., "The Campus As Community," Trustee, XV (June, 1961), pp. 1-2.

Brubacher, John S., and Willis Rudy. Higher Education in Transition: An American History, 1636-1954. New York: Harper & Row, Publishers, Inc. 1958. 494 pp. (See Chapters 2, 17, and 18.)

A history of higher education in the U.S. from 1636 to 1956, this volume includes the development of boards of trustees. The corporate structure of college government is seen by the authors as a distinguishing feature of U.S. higher education. MEETH

Brumbaugh, A. J. Problems in College Administration. Nashville, Tennessee: Board of Education, The Methodist Church, 1956.

An elder statesman--the author has been dean of Chicago, twice a college president, vice-president of the American Council on Education, and director of studies for the Southern Regional Education Board--writes briefly, clearly, and soundly on: basic principles, responsibilities of the Board, the president's functions, faculty responsibilities, student life and activities. BIGELOW

Bryant, V. S. "Responsibilities of Trustees in a State University," College and University, XXXIII (Fall, 1957), pp. 13-21.

Discusses the responsibility of trustees to the administration, to the faculty, and to the state. "As a rule of thumb, when the administration or faculty can do something just as well or better than trustees, the trustees should stay in the background." EELLS AND HOLLIS (A)

_____, "The Role of the Regent," American Association University Professors Bulletin, L (December, 1964), pp. 317-322.

Discusses at length, under three categories, the role of the regent: (1) the regent and the president; (2) the regent's duties in fiscal matters and in the physical condition of the institution, and in the general welfare of the students; and (3) the regent and the faculty. Suggests that regents would do well to ". . . cultivate the art of treading on eggs without breaking them."

Burgess, K. F., "Trustee Function in Today's Universities and Colleges," Association of American Colleges Bulletin, XLIV (October, 1958), pp. 399-407. (Author: President, Board of Trustees, Northwestern University, Illinois.)

"The basic duties of trustees of colleges and universities are, it seems to me, three in number. The first is to select the president of the university and also . . . to have a hand in selecting the officer or officers who in the normal course of promotion may succeed . . . to the presidency." EELLS AND HOLLIS (P)

Burns, Gerald P. Trustees in Higher Education. New York: Independent College Funds of America, Inc., 1966.

Butts, R. Freeman. "Formulation of Policy in American Colleges and Universities," The Year Book of Education: 1959, Higher Education, George F. Bereday and Joseph A. Lauwerys (eds.). New York: Harcourt Brace & World, Inc., 1959. 520 pp.

Traditional predominance of the administration and board in policy making should be equalized by a larger participation of the faculty at various levels of institutional government. The board serves best when its role is confined to consideration of policies proposed by the president and faculty. MEETH

Capen, Samuel P. The Management of Universities. Buffalo: Foster and Stewart Publishing Corporation, 1953.

The collected papers of one of the most thoughtful and best informed of recent university leaders. Among the topics: trustee responsibilities, faculty responsibilities, aspects of the presidency, general university reform, problems of liberal and of professional education, accreditation. Capen knew his mind, and spoke it frankly and literately. BIGELOW

_____. "Responsibility of Boards of Trustees for the Preservation of Academic Freedom." American Association of University Professors Bulletin, XXI (October, 1935), pp. 477-482.

Contends that the American Association of University Professors has up to the present been chiefly responsible for defining and defending academic freedom; stresses that, by and large, boards of trustees have tended to side with those who would suppress academic freedom; questions their judgment rather than their motives; believes the interpretation and defense of academic freedom should be a joint obligation of faculty, president, and trustees.

Carman, Harry J. "Boards of Trustees and Regents," Administrators in Higher Education: Their Functions and Coordination, Gerald P. Burns (ed.). New York: Harper & Row, Publishers, Inc., 1962. 236 pp. (See pp. 79-98.)

Boards of trustees have (1) increasingly delegated authority to the president and the faculty, and (2) given the faculty autonomous authority over many educational matters. MEETH

Chambers, Merritt M. The Colleges and the Courts: Judicial Decisions Regarding Higher Education in the United States, 3 Vols. New York: Carnegie Corporation, 1941, 1946, and 1952.

Considers decisions relating to students, faculty members, nonacademic employees, legal position of public and private institutions, fiscal relationships with governmental units, private financial support, and institutional property. BIGELOW

_____, "Tenure of State University Trustees," Educational Record, XVIII (January, 1937), pp. 125-136.

Consists of a review of certain factors affecting the length of service of state university trustees and the methods by which their tenure may be terminated. Opposes the governor or any other executive officer having the power to remove trustees from the board; suggests alternative procedures for removal which would insure that removals would be made for important and worthy causes only. This is essential to maintain the stability and independence of the board.

_____, Voluntary Statewide Coordination in Public Higher Education. Ann Arbor: The University of Michigan Press, 1961. 88 pp.

"So little authentic recording of the history, activities, successes and failure of voluntary coordination is available in print, that the present brief traverse of a part of the field is justified by sheer curiosity." Ranges over the efforts at, reasons for, and successes of voluntary coordination in several states, including the state of Washington. Conclusion: accumulated evidence indicates that reasonable coordination of a state-wide system of higher education can be effected on a voluntary basis.

_____, "Who Is the University?" Journal of Higher Education, XXX (June, 1959), pp. 320-324.

Although a university may be many things, it is, legally, the board of trustees. Each student, faculty member, and administrator has made a contract with the board to perform certain services in exchange for certain payments and services. Powers of the board may be delegated but they can never be abrogated by those to whom power is delegated. Various forms of student or faculty "self-government" are useful as long as their legal limitations are recognized. MEETH

A discussion of the legal aspects of the institution. "The governing board . . . is almost always a corporation--an artificial person having a legal entity . . . . In the eyes of the law, this ghastly legal entity is the university. The concept is useful, practical, realistic, and necessary." Discusses relation of the board to president, faculty, employees, and students. EELLS AND HOLLIS (A)

Coolidge, Charles A., "Training for Trustees," Association of American Colleges Bulletin, XLII (December, 1956), pp. 510-513.

The author compares directors of business corporations with trustees of institutions of higher education and concludes that differences between business and educational organizations are significant, that some special training for trustees is desirable. EELLS AND HOLLIS (A)

Corson, John J., Governance of Colleges and Universities. New York: McGraw-Hill Book Company, 1960. 209 pp. (See pp. 49-58 and 126-127.)

The author suggests the trustees ought to increase their participation in educational program decision making. Major problems facing boards: (1) dependency on others for the formulation and making of many decisions for which the board is ultimately responsible; (2) inability to influence

decisions that determine the basic character of the institutions--a great deal of authority having been delegated to the faculty; (3) inadequate information. MEETH

Cowley, William H., "Academic Government," Educational Forum, XV (January, 1951), pp. 217-229.

A comprehensive and scholarly historical statement of the composition and function of boards of trustees in American institutions, including the place of the alumni, the faculty, the students, and the president in institutional control. Comments on proposals by Harold Laski, Hubert P. Beck, and others for greater degree of faculty control. Discusses the increasing power of "supra-academic governments," accrediting agencies, and state government agencies. EELLS AND HOLLIS (A)

_____, "The Administration of American Colleges and Universities," University Administration Practice, Oswald Nielsen (ed.). Stanford: Graduate School of Business, Stanford University, 1959. pp. 3-15.

A brief, concise but extremely helpful historical account of the patterns of control and administration in American colleges and universities, by one of the leading authorities on the subject. Three topics are discussed: (1) the structuring of American higher education as a whole; (2) the central tendencies in the policy-making function; and (3) the central tendencies in operational control.

_____, "The Government and Administration of Higher Education: Whence and Whither?", Journal of the American Association of Collegiate Registrars, XXII (July, 1947), pp. 477-491. Also "Academic Government," Educational Forum, XV (January, 1951), pp. 217-229.

In these two articles, a leading student of higher education--himself a former college president--distinguishes between control and execution. In the light of history, he considers the related roles, in control, of trustees, president, alumni, faculty, and students. The first article also calls for research in higher education; the second touches on accrediting agencies, state officials, and academic freedom. BIGELOW

Cummings, E. C., "Some Observations on the Trustees," School and Society, LXXVII, (January 3, 1953), pp. 1-3.

"Many boards of trustees are being led by a minority who do not understand that an educational institution differs in any very essential way from a factory or corporation." Discusses certain evils which beset some boards of trustees. EELLS AND HOLLIS (A)

_____, "When Is a College President Successful?", School and Society, LXXXI (March 5, 1955), pp. 65-67.

"A president who lasts ten years or more is regarded as something of a latter-day miracle . . . .Let us explore the reasons for this curious consideration." Considers the relations of the president to the trustees, to the faculty, and to the alumni. "Is there a solution? No, not as long

as graduates become alumni, trustees are appointed for their prestige and wealth, and faculty members worship tenure." EELLS AND HOLLIS (P)

Dana, E. H., "Who Are College Trustees?", Journal of Higher Education, XVIII (May, 1947), pp. 259-262.

Discusses various aspects of the role of the trustee; stresses the need for training trustees for leadership and keeping them informed; advocates balanced representation of various age groups; concludes with 13 specific suggestions for keeping trustees better informed and making them more effective.

Davis, Paul H., "More To Be Desired Are They Than Gold," Association of American Colleges Bulletin, XLIV (October, 1956), pp. 391-398.

The author's judgment is that excellent institutions of higher education have three distinguishing features: (1) clearly defined objectives, (2) missionary zeal, and (3) "exceptional" trustees--exceptional in their enthusiasm for the institution, their rigorous code of ethics, their special contributions to the mission of the organization, their abilities and willingness to work. MEETH

_____, "An Open Letter to the Chairman of the Board of Trustees," Liberal Education, XLVII (October, 1961), pp. 352-359.

Boards of trustees, with few exceptions, are among the most serious problems facing colleges and universities today. Sixteen recommendations are made by the author. MEETH

_____, "Organize the Trustees," College and University Journal, I (Summer, 1962), pp. 21-25.

"Newer definition of the role of trustees grant them, with faculty and administration, a full part in educational policy and include 'increased interaction between trustees and faculty.'" Feels most college administrators and trustees now accept this newer concept; presents a series of principles of operation for successful boards compiled after visiting a number of colleges throughout the country. An excellent and informative article for trustees and administrators. (Reprints of this article may be obtained at no charge by addressing a request to "Trustees," American College Public Relations Association, 1785 Massachusetts Avenue N.W., Washington, D.C. 20036.)

Dibden, Arthur J., "The Role of Administrators and Trustees," Association of American Colleges Bulletin, XLIV (December, 1958), pp. 536-544.

Urges better and more sympathetic understanding of the problems of the college teacher on the part both of trustees and of the administrator of the average liberal arts college. EELLS AND HOLLIS (A)

Dodds, Harold W., The Academic President--Educator or Caretaker? New York: McGraw-Hill Book Company, 1962. 294 pp. (See pp. 211-286.)

The author sees modern academic government as a kind of bicameral system with an upper house, the trustees making many unilateral decisions (primarily in "nonacademic" areas) and approving the actions (primarily in the "academic" area) of the lower house, the faculty. Too often these two houses live far apart from each other except as the president communicates between them. MEETH

Donovan, Herman Lee, "The Vanishing University Trustee," Peabody Educational Journal, XXXVI (March, 1959), pp.259-263.

The article is one section of author's book, Keeping the University Free and Growing. "As a matter of fact, today in many states practical control of state universities is no longer under the direction of the president and his board of trustees . . . .Where is all this leading? . . . I therefore earnestly appeal to the trustees everywhere, and to the people at large, to exercise their influence to halt this creeping paralysis that will sooner or later destroy the freedom of our institutions of higher education." EELLS AND HOLLIS (A)

Eells, Walter C., "Boards of Control of Universities and Colleges," The Educational Record, XLII (October, 1961), pp. 336-342.

An analysis of data in American Universities and Colleges, 1960 edition. MEETH

Eggertson, C. A., "Composition of Governing Boards," Democracy in the Administration of Higher Education, Harold Benjamin (ed.). Tenth Yearbook of the John Dewey Society. New York: Harper and Brothers, 1950. pp. 117-126.

Discussion centers around two key questions: (1) How can boards be made more representative of the community? (2) How can faculties be accorded guaranteed responsibilities in the formation and operation of institutional policy? Feels the selection of trustees from a single social class is an anachronism; concludes that "the type of control over higher education which will in the long run reflect the aspirations of those who support them is that which is representative of all the people."

Eliot, Charles W., University Administration. Boston: Houghton Mifflin, 1908.

This summing up, near the close of his career, by one of the giants of American higher education is of more than historical interest. Topics include: trustees, alumni, faculty, the president, general administration. BIGELOW

Elliott, Edward C., "The Effective Board of Control," The Administration of Higher Institutions Under Changing Conditions, Norman Burns (ed.). Chicago: The University of Chicago Press, 1947. pp. 20-26.

Discusses factors underlying the effectiveness of boards of trustees; lists 12 obligations of the board and suggests ways of helping the board to meet these obligations effectively. Says, ". . . effective boards of control do not just happen. What a board is and what a board does are largely the results of the efforts and skill of the internal leadership

of the institution--president and the faculty--for . . . the right education of the board."

_____, and M. M. Chambers, Charters and Basic Laws of Selected American Universities and Colleges. New York: Carnegie Foundation for the Advancement of Teaching, 1934. 640 pp.

Quotes extensively from enactments with reference to 51 institutions, both publicly and privately controlled, whose names are given. Concerned most extensively with powers and duties of governing boards, but index shows that it deals also with various legal provisions regarding the president in some institutions--his annual reports, membership on governing boards, method of choice, powers, and duties. EELLS AND HOLLIS (P)

_____, M. M. Chambers, and William A. Ashbroak, The Government of Higher Education: Designed for the Use of University and College Trustees. New York: American Book Company, 1935. 289 pp.

"This book is the outcome of personal convictions developed through a number of years of varied experience, in different parts of the country, with the membership and activities of governing boards of American institutions of higher education." --Preface. Consists of 544 questions and answers. Contains one chapter dealing incisively with various practical questions. EELLS AND HOLLIS (P)

Appendix gives in tabular form many details of internal organization of governing boards for 42 selected institutions. Also under "Documentary Sources" makes informative comments on some sixty earlier publications, including general works, surveys of higher education, and transactions of important organizations. EELLS AND HOLLIS (A)

Farmerie, S. A., "Characteristics and Functions of Trustees Serving Pennsylvania Liberal Arts Colleges," Journal of Educational Research, LIX (April, 1966), pp. 374-376.

A study undertaken to ascertain whether those selecting trustees for Protestant and nonsectarian Pennsylvania liberal arts colleges have heeded the recommendations made by students of collegiate government. Results indicate that ". . . the suggestions of scholars of higher education have not been accepted and that the control of the colleges rested with what might be termed the conservative elements in our society." Concludes with a series of recommendations.

Fesler, James W., "The Functions of Boards of Trustees," Proceedings, National Association of State Universities, 1924. pp. 61-67. (Author: President, Board of Trustees, Indiana University.)

Discusses the legal and the practical functions of the board, and especially its relationship to the presidency. "It is not an easy matter to say where the functions of the Board end and the responsibility of the President begins . . . we have invariably attained the results best calculated to promote the higher welfare at our institutions by giving to our President

the deciding vote in college questions pertaining to academic and administrative control, and reserving to the decision of our Board the multitudinous problems of business administration." EELLS AND HOLLIS (P)

Functions of Boards of Trustees in Higher Education. New York: Middle States Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education, February, 1957. 4 pp. (Document No. 410.)

"There is no substitute for an able and informed governing board which understands its functions and discharges them competently." Covers three major topics: Basic Policy, Relation to the President, and Financial Resources. EELLS AND HOLLIS (A)

Gerber, J. Jay, "The Trustee's Job in the Development Program," College and University Business, XXVI (March, 1959), pp. 44-45.

Discusses four responsibilities of a trustee--as those of policy maker, custodian, builder, and ambassador. EELLS AND HOLLIS (A)

Glenny, Lyman A., Autonomy of Public Colleges: The Challenge of Coordination. New York: McGraw-Hill Book Company, 1959.

An exhaustive study of each of the following types of formal coordinating structures of higher education used in the United States: recognized boards of coordination of higher education, their staff and their relationship to institutions under their control; state executive agencies (including those for budget, purchasing, civil service, and public works); the legislative and its staff agencies. Specifically, the study provides data on the authority of these agents, their primary functions, their techniques for obtaining their objectives, and their results. Rather than serving as a model system of coordination or as a handbook, the book analyzes various data for an understanding of the problem. An invaluable source book of information for trustees and administrators.

Goetsch, Walter R., "Organization of the University for Administration and Development," Current Trends in Higher Education, 1948, Ralph W. McDonald (ed.). Washington, D.C.: Department of Higher Education, National Education Association, 1958. pp. 160-166.

Considers the functions of the board of control and the president, and numerous other topics. "When more than one executive officer is appointed by the board of control then dual or multiple control of administration results. The available evidence points clearly to the conclusion that single control is much to be preferred over dual or multiple control . . ." EELLS AND HOLLIS (P)

Gonser, Thomas A., "How To Be a Successful College Trustee," College and University Business, XXXVI (June, 1964), pp. 4, 9, 12.

Gastad, J. W., "Community Consensus and Conflict," Educational Record, XLVII (Fall, 1966), pp. 439-451.

Questions whether the concept of consensus among the several communities--faculty, administration, and trustees--engaged in higher education is an entirely viable concept for the operation of colleges and universities. Poses the question: "What is the proper (most productive) relation between consensus and conflict?" Discusses the problem of role conflict within and between communities (i.e., faculty, administration, trustees, and students) as a major obstacle to consensus.

Hanson, Abel A., "The Trustees and the Development Program." Outline of the Keynote Remarks Made Before Panel IIIa, French Lick, Indiana, July 14, 1959. Mimeographed.

The author (1) sketches some differences between boards of trustees in public and private institutions; (2) reviews some of the literature defining trustee roles and functions; and (3) comments on the emerging role of the trustees in development programs, suggesting more trustee participation in fund-raising activities and policy making. MEETH

Hardie, James C., "Trustees--Bless Them All!" Paper Presented at a Regional Conference by the Council for Financial Aid to Education, New York, March 22-24, 1960. Mimeographed.

Trustees have two roles: custodians and builders. A top-flight institution is top flight because of an active board of quality and "building" trustees. Trustees become valuable to the extent that they are involved in the policy-making functions (and the development program) of the institutions. MEETH

Hardin, Clifford M., "The Life of a New President," Proceedings, Association of Governing Boards of State Universities and Allied Institutions, 1958. pp. 75-81.

Discusses various ways in which members of boards of trustees may aid a new president in getting adjusted to his new duties and in working for the good of the institution. EELLS AND HOLLIS (P)

Hart, James P., "Public Institutions of Higher Learning--How Shall They Be Governed?" Texas Outlook, XXXVI (May, 1952), pp. 22-23, 46-47.

States reasons for state boards of regents appointed by the governor, and confirmed by the state senate. "If they are to perform their duties most effectively, it would be wise to give them wide discretion and keep detailed legislative regulations to a minimum." EELLS AND HOLLIS (A)

Havighurst, Robert J., "The Governing of the University," School and Society, LXXIX (March, 1954), pp. 81-86.

The author's thesis is that institutions of higher education are under the control of businessmen through their domination of the boards of trustees. The author concludes that businessmen can solve the economic problems of higher education; they may also solve the problems of guarding the freedom of research and teaching. MEETH

". . . the areas in which the problems of governing the universities will be most acute are three in number. These areas are indicated by the following questions: (1) Are the professors our employees or our partners? (2) Should the university be a spokesman of private enterprise? (3) Who shall be permitted to teach?" EELLS AND HOLLIS (A)

Heald, Henry T., "A Trustee's Responsibility," Proceedings, Association of Governing Boards of State Universities and Allied Institutions, 1954. pp. 62-67.

"May I suggest four points to keep in mind when any of you find yourselves involved in the selection of a new president: First, very few educators ever expect or desire to be college presidents. The one you want will not apply for the post. . . . Second, the procedure you follow should not embarrass either you or the candidates. . . . Third, you should try to avoid a provincial point of view. . . . Fourth, don't flaunt your differences in public." EELLS AND HOLLIS (P)

Hechinger, Fred M., "Public Relations of Governing Boards," Proceedings, Association of Governing Boards of State Universities and Allied Institutions, 1954. pp. 89-94.

States seven features of necessary activity of boards of control to "insulate the institution against damage and destruction." States, "You are in the front line in the job of upholding higher education, and especially higher mass education." EELLS AND HOLLIS (A)

Herron, Jr., Orley R., "A Study of Inservice Education Programs of Trustees in Selected Colleges and Universities in the United States." Michigan State University, 1965. 194 pp. (Abstract in Dissertation Abstracts, XXVI, p. 4375.)

Unpublished doctoral dissertation (Ph.D.). A study of inservice education programs for boards of trustees in selected colleges and universities in the United States. Basic purposes: (1) Survey the nature and extent of inservice education; (2) review pertinent literature pertaining to in-service education; (3) study selected inservice programs in detail; (4) recommend, on basis of findings, a basic plan for initiating inservice programs. Conclusions of major import: inservice education infrequently utilized; main obstacle, lack of time on part of board member; president, chairman of the board, mainly responsible for what inservice training exists; and relatively few major attempts to evaluate worth of inservice programs.

Hetzel, Ralph, "What Are the Central Responsibilities of the Trustee Which Apply Both to Publicly and Privately Supported Institutions?", Current Issues in Higher Education. Washington, D.C.: Association for Higher Education, 1960. pp. 153-156.

Suggests that "trusteeman " in the 1960's will not be easy; identifies three forces that may sound growth: (1) the vast proliferation of images in sight and sound; (2) the acceleration of specialization of knowledge; and (3) the multiplication of techniques. "Responsible

trustees cannot escape these issues for they are in the grain of the growth of higher education in the next decade." Emphasizes the need for a long-range plan and a long-range budget. Such planning in turn will . . . carry trustees deep into territory where the footing is very soft--e.g., curriculum." Endorses Ruml-Morrison proposal that trustees exert effective control over curriculum and recommends that this proposition be extended to all institutions of higher education. The author is a trustee of Pennsylvania State University.

Hofstadter, Richard, and Walter Metzger, The Development of Academic Freedom in the United States. New York: Columbia University Press, 1955.

All but a general history, despite its special focus; throws much light on the role and behavior of trustees, the functions and performance of presidents. Important reading for both. BIGELOW

Hollander, Louis, "Labor Wants a Voice in Educational Policy Making," College and University Business, XXII (January, 1957), p. 17.

"Boards of trustees of our colleges and universities are, in all but a few cases, restricted to business men and successful professionals." States reasons for adding representatives of labor to such boards. EELLS AND HOLLIS (A)

Holmes, Roger Wellington, "Faculty Participation in Selecting a College President," American Association of University Professors Bulletin, XLIII (December, 1957), pp. 598-604.

"In appointing its new president, Mount Holyoke College completed a venture in trustee-faculty cooperation worth the attention of other educational institutions." Describes the composition (four trustees, three faculty members) of the Committee to Choose New President and its methods of work. "The most obvious advantage of faculty participation in this situation was that trustees and faculty, working together, accomplished ends which neither could have achieved alone." EELLS AND HOLLIS (P)

Houle, Cyril O., The Effective Board. New York: Association Press, 291 Broadway, 1960.

"How To Be a Better Trustee." Proceedings, Association of Governing Boards of State Universities and Allied Institutions, 1950. pp. 45-58.

Four addresses: (1) "Obligations of a University Trustee," by M. M. Chambers; (2) "Putting Money to Work," by J. D. Emery; (3) "The Relationships Between Trustees, Faculties, and Students," by A. F. Arnason; (4) "Citizenry Participation in Education," by G. M. Brandborg. EELLS AND HOLLIS (A)

Hughes, Raymond M., "College and University Trustees and Their Responsibilities," The Educational Record, XXVI (January, 1945), pp. 27-32.

Identifies the functions of college and university trustees as: (1) to appoint the president; (2) to hold title to and control the property;

(3) to formulate the policies under which the institution is run; and (4) to act as a court of appeal. Discusses functions 1 and 3 at some length. Stresses that only the ablest and best citizens are worthy of positions on boards of trustees. "Only men and women who will give time and thought to the education of our youth are fit to serve. Trustees appointed for political reasons, on account of their wealth, or for any reason other than because they are the most fit to serve usefully, are bad appointments."

Hungate, Thad L., Management in Higher Education. Teachers College, Columbia University, 1964. 340 pp.

In this analytical study of management (including trustees, executives, and the faculty) in higher education, the author draws these conclusions about boards of trustees: (1) the board should emphasize participation in policy making at all levels of the organization: governance by consensus; (2) through the president, the boards should delegate large portions of its authority and responsibility; (3) boards should be organized with an executive committee, advisory committees on objectives, plans, and evaluation, education, business and finance, public relations and fund procurement, ad hoc committees as needed, and a committee with power to act for the board--the committee on investments; (4) communication among all parties of governance is necessary for efficient management; (5) the board's view for the institution must be long range; (6) each institution should have its own lay governing board. MEETH

Jacquith, H. C., "Are You a Trustee of Education?" Journal of Higher Education, IX (April, 1938), pp. 197-200.

Discusses the types of trustees found on the boards of small colleges as opposed to the types of trustees which ideally should be found there. Stresses the importance of the trustee to the future of the institution and points up the dangers inherent in improperly selected boards of trustees. Author is primarily concerned with the small liberal arts college.

James, Herman Gerlach. "First Aid for University Trustees," School and Society, XLVII (May 28, 1938), pp. 681-686. Reprinted in Association of American Colleges Bulletin, XXIV (November, 1938), pp. 304-313.

"The most important single function performed by the trustees is the selection of a president . . ." Considers major requirements for a successful choice, including educational experience and personal characteristics. Strongly advocates limitation to a ten-year normal term of service. Suggests establishment of "a central clearing house of personnel information in connection with some central body such as the American Council on Education in which current information concerning men in university administrative positions will be available." Closes with a brief series of "don'ts." EELLS AND HOLLIS (P)

Kandel, I. L., "Trustees and Investigations in Colleges and Universities," School and Society, LXXVII (March 7, 1953), pp. 152-155.

Says if the threat to investigate colleges and universities for subversive activities is carried out, the question of where control of these institutions lies should not be overlooked. Conclusion: ". . . the best way

in which trustees of such institutions could inspire confidence would be to unite with their faculty members against investigations which only help to undermine that confidence, and conduct their own investigations, if there is the slightest suspicion that they are needed."

Lewis, Wilmarth, "The Trustee and the University," Harvard Alumni Bulletin. July 2, 1952.

Lloyd, Glen A., "A Trustee Looks at His Job," Liberal Education, XLV (December, 1959), pp. 459-500.

The author suggests that trustees can be strong allies of the faculty; that trustees cannot perform their total responsibilities without concern for the education program of the institution; that a prime requisite for board membership is interest; that boards should meet often and work through a few standing committees supplemented, as needed, by ad hoc committees. MEETH

MacIver, Robert M., Academic Freedom in Our Time. New York: Columbia University Press, 1955. 329 pp.

Devoted primarily to the topic of academic freedom, this volume spends some time on academic government (see especially Part II, pp. 67-110). A major conclusion: Those institutions of highest repute have boards that fully recognize the right to the faculty in the academic community. In addition: (1) boards should consult with faculties in the search for a president; (2) boards should make personnel changes only after consultation with the faculty; (3) boards should assure the faculty full authority over the curriculum. MEETH

Marcham, F. G., "Faculty Representation on the Board of Trustees," American Association of University Professors Bulletin, XLII (Winter, 1956), pp. 617-621.

The author recommends a long-range planning committee consisting of trustees, administrators, and faculty members to meet regularly and plan the growth of the university. MEETH

Martorana, S. V., "Statewide Coordination of Higher Education: Plans, Surveys, and Progress to Date," Current Issues in Higher Education, 1962. Washington, D.C.: Association for Higher Education, 1962.

A brief but excellent national survey of the current drive for greater state-wide coordination of higher education and its impact on the autonomy and authority of boards of trustees of individual institutions. Concludes that " . . . coordination must cease to be something 'done to' higher institutions and become an activity that, regardless of the structure, is directly and in fact 'done by' them."

Marts, Arnaud C., "The Place of Trustees 'Tested Methods of Organizing Solicitation Assistance,'" Association of American Colleges Bulletin, XL (October, 1954), pp. 409-411.

States six major points concerning duties and responsibilities of trustees for college fund raising. EELLS AND HOLLIS (A)

Mather, J. P., "Public Trusteeship: Pegasus or Dead Horse," Proceedings, Association of Governing Boards of State Universities and Allied Institutions, October 19-22, 1960. pp. 38-48.

Quotes from the United States Supreme Court reports on the Dartmouth College case as a means of illustrating the historic American concept of trusteeship; discusses at some length the continuing encroachment by state and local government on the public university's autonomy and academic freedom. Says, "What is gradually going on is a destruction of the entire concept of public trusteeship." Discusses various concepts that will require policies and operational attention in the years ahead. Urges trustees to address themselves wholeheartedly to the task which lies ahead. Valuable reading for both trustee and administrator.

McAllister, Charles Eldridge., Inside the Campus: Mr. Citizen Looks at His Universities. New York: Fleming H. Revell Co., 1948. 247 pp. (plus an unpaged section of tables of 102 pp.) (Author: President, Association of Governing Boards of State Universities and Allied Institutions; Regent, State College of Washington.)

Based on personal visits to 89 institutions whose names are given. Gives numerous examples and bibliography of 29 manuals of institutions, defining powers and duties of boards and of presidents. Also, in Table 11, following p. 248, lists 18 institutions in which responsibility of presidents varies from the general practice followed in most institutions. EELLS AND HOLLIS (P)

McBride, K. E., "Role of the Trustee," Journal of Higher Education, XXX (November, 1959), pp. 432-435.

The article is essentially a critique of the Ruml and Morrison Memo To a College Trustee. The author, President of Bryn Mawr College, advocates strengthening rather than by-passing the faculty role in curriculum.

McConn, Charles Maxwell, "Prexy's Perilous Job: There Must Be Something Wrong With the System When Fifty-Five of Our Colleges Change Their Presidents in a Nine-Months' Period," North American Review, CCXXIX (April, 1930), pp. 475-482.

Considers conditions in European countries and the unique trustee-president system in the United States. Recommends abolition of present boards of trustees and substitution of boards "drawn from those three thoroughly informed and keenly interested groups. To be concrete, let me propose a board of twelve; six members of the faculty, elected by the faculty; three honor seniors, elected by the class; three alumni, elected by the alumni association. . . . I am almost sure that the new plan would certainly be widely imitated and the American College Presidency might cease to be a dangerous trade." EELLS AND HOLLIS (P)

McVey, Frank Le Rond, "Administrative Relations in Colleges: Faculty, President and Trustees, American Association of University Professors Bulletin, XV (March, 1929), pp. 226-229.

"The contention which is upheld in these pages is very brief. . . . The theme can be stated in the following form: Boards of trustees and faculties are cooperating factors in American education and administrative officers are their executive agents. . . . In this triple relationship none assumes arbitrary powers but all work together, each in his respective field. . . . With this shift in view, the president becomes an advisory officer with executive functions. He is particularly charged with the development of mutual esteem and respect between the board of trustees and the faculty group." EELLS AND HOLLIS (P)

McVey, Frank L., and Raymond M. Hughes, Problems of College and University Administration. Ames, Iowa State College Press, 1952.

Two widely and lengthily experienced retired university presidents briefly and chattily record their judgments--not always in agreement--on more than a hundred topics. Among their major headings: the new president; the president and the trustees--and the faculty--and the alumni; problems of administration; campus, buildings, and plans; the status of students; and whether or not the president should own a dog. Uneven, but worth attention. BIGELOW

The authors discuss president-board relationship, board size, and board responsibility for formulation of institution policy. (See Chapter 2, "The President and the Trustees," pp. 47-81.) MEETH

Merry, Robert W., "How To Orient and Train Trustees," Liberal Education, XLV (October, 1959), pp. 373-381.

The author discusses four purposes for the orientation and training of trustees: (1) to develop knowledge and understanding of the trustees' role; (2) to develop knowledge and understanding of the institution; (3) to enable trustees to participate more effectively earlier; (4) to make this public service fun from the start. MEETH

Millett, John, The Academic Community. New York: McGraw-Hill Book Company, 1962. 265 pp. (see pp. 182-186.)

"The board of trustees is the keeper of the social conscience and the protector of the public interest in higher education . . . /it/ provides a collective expression of value judgments drawn from beyond the academic community itself." He also has some things to say about the proper limits of board authority; feels boards should deal with broad issues, not details.

Moos, Malcom and Francis E. Rourke, The Campus and the State. Baltimore, Johns Hopkins Press, 1959.

"The central concern of this volume is with the impact of state administrative controls upon the management of state colleges and universities.

Do state controls tend to have a suffocating effect upon educational policy under certain conditions? . . . How do the politics of the legislature and the governor's office affect the operating climate of the campus? . . . A total of 344 educational institutions--all state-supported colleges and universities offering the bachelor's degree or advanced degrees--are covered by this study." EELLS AND HOLLIS (A)

Munro, W. B., "Boards of Trustees and College Faculties," Association of American Colleges Bulletin, XXVII (May, 1941), pp. 315-322.

Suggests that there is no easy and logical division of authority between faculty and trustees; feels most of the friction which has occasionally arisen between these two organs of college government results from a failure to provide easy and diversified contacts between the two; opposes the suggestion, however, that faculty should meet regularly with trustees and exercise voting power. Recommends greater frequency of informal contact between faculty and trustees.

Oxnam, Robert F., "The President of the Liberal Arts College in California: A Study of Some Elements in College Administration." Los Angeles, California, 1948. (Abstract in University of Southern California, Abstracts of Dissertations, 1948, pp. 160-164.)

Unpublished doctoral dissertation (Ph.D.) at University of Southern California. "The purposes of this study . . . were to ascertain the responsibility and authority of the president, to determine the relationship of the president to the board of control or other higher agency, to determine the relationships of the president to internal organization, to study the activities of the president in promoting the interests of the college, and to discover the operation of some general administrative principles in the area of higher education. . . . Bibliographical and interview methods were used." EELLS AND HOLLIS (P)

Palmer, Archie MacInnes, "The College President and His Board of Trustees," Association of American Colleges Bulletin, XVII (December, 1931), pp. 505-511.

Considers organizational and functional relationships especially in a group of more than one hundred small colleges intensively studied. In them "two-thirds of the presidents are ex-officio members of their college boards of trustees, and in all but nine instances they enjoy the full voting privilege." Discusses obligations, advantages, and disadvantages of various relationships. EELLS AND HOLLIS (P)

"The Proper Business of the Board of Trustees," College and University Business, XVIII (April, 1955), p. 20.

Gives ten questions regarding responsibilities of a board of trustees, and the answers to them. EELLS AND HOLLIS (A)

Quinlivan, Ray J., "President's Address," Proceedings, Association of Governing Boards of State Universities and Allied Institutions, 1953. pp. 24-30.

Discusses duties and limitations of boards of regents in relation to administration of the institutions. EELLS AND HOLLIS (A)

Rainey, Homer P., "How Shall We Control Our Universities?", Journal of Higher Education, XXXI (October, 1960), pp. 376-383.

Subtitled "Why College Presidents Leave Their Jobs," this article explains that the authority of the board of trustees places the president in an unfavorable position. He is an employee of the board holding his position at the pleasure of the board. Despite attempts to develop mutual trust, boards hamper the creative efforts of presidents. MEETH

"The Role of College and University Trustees," North Central Association Quarterly, XXVIII (January, 1954), pp. 290-297.

Panel discussion with A. J. Brumbaugh, President, Shimer College, Illinois, as chairman, and five participants. Four specific questions suggested for consideration. EELLS AND HOLLIS (A)

The Role of the Trustees of Columbia University. The Report of the Special Trustees Committee Adopted by the Trustees November 4, 1957. New York: Columbia University in the City of New York, 1957. 50 pp.

This report is a careful analysis of the role of the board of trustees of this type of board. Specific recommendations are made for improving the work of the board; a brief history of the board and its functions is presented. MEETH

Rourke, Francis and Glenn Brooks, The Managerial Revolution in Higher Education. Baltimore: Johns Hopkins Press, 1966.

Ruml, Beardsley, and Donald H. Morrison, Memo to a College Trustee. New York: McGraw-Hill Book Company, 1959. 94 pp.

Essentially an assessment of financial and structural problems of the independent four-year liberal arts college, this report (1) reviews the present method of curriculum building, suggests that the trustees should take from the faculty as a body the responsibility for curriculum design and administration; (2) emphasizes that the final responsibility for the institution and its programs rests with the trustees. MEETH

"The Ruml-Morrison Proposals for the Liberal College: A Symposium," Journal of Higher Education, XXX (November, 1959), pp. 411-452.

This series of eight articles reviews, often critically, the Ruml-Morrison analyses and recommendations. See especially "The Function of the President as Interpreted in the Memo" by B. C. Keeney, for a discussion related to boards of trustees. MEETH

Russell, John Dale, Higher Education in Michigan, Report of the Survey of Higher Education in Michigan. Lansing: Legislative Study Committee on Higher Education, September, 1958. (See Volume 12, "Control and Coordination of Higher Education in Michigan.")

The basic purpose of this study was to review and analyze the plans then in effect in the publicly controlled institutions of higher education in Michigan for control at the board level and on a state-wide basis, and to make recommendations for improvement of those plans. A recapitulation of recommendations made throughout the study is included in the final chapter of Vol. 12. The authors, interestingly enough, conclude that "a review of the experience in the state of Michigan yields no evidence that one method of selecting board members is consistently superior to the other."

Savelle, Max, "Democratic Government of the State University: A Proposal," American Association of University Professors Bulletin, XLIII (June, 1957), pp. 323-328.

"If the concept of the university as a community of scholars and students is sound, it would seem to follow that members of the faculty are better prepared than anyone else to judge what measures will best advance their activities." Proposes a governing board of nine members, five to be elected by the faculty, election of president, nominated by faculty, and other phases of faculty control of the university. (For unfavorable comment by C. R. Adrian, see American Association of University Professors Bulletin, XLIV (September, 1958), pp. 568-574.

"School for Regents," Proceedings, Association of Governing Boards of State Universities and Allied Institutions. 39th Annual Meeting, Lincoln, Nebraska, October 10-14, 1961. Denver: Association of Governing Boards, 1962, pp. 31-34.

A very brief summary of what transpired in various discussion groups concerning the different responsibilities of the regent. Very little information in the article; important in that it illustrates an approach to training trustees for their positions.

Smith, Robert Franklin, A Study of the Organization and Objectives of a Selected Group of Pennsylvania Colleges and Universities. University Park: Pennsylvania State University, 1956. 115 pp. (Abstract in Dissertation Abstracts, XVI, pp. 1377-1378.

Unpublished doctoral dissertation (Ed.D.). Based on an analysis of 33 institutions. Studies composition of boards of trustees, preparation of presidents and deans, and stated purposes of the institutions. EELLS AND HOLLIS (A)

Snyder, H. N., "College Trustees and College Finances," Association of American Colleges Bulletin, XXIV (December, 1938), pp. 459-463.

Contends most boards of trustees are de facto if not de jure self-perpetuating and are composed mainly of political, religious, and financial leaders. "This means that, in general, boards of trustees accept their responsibilities as chiefly financial, limiting their responsibility to the investment and protection of the capital resources of the institution." Says, " . . . from now on the major responsibility of the board of trustees is not only the conservation of the financial resources of the college but the increase of them."

Steinzor, Benjamin, "Professor as Trustee," Journal of Higher Education, XXXIV (June, 1963), pp. 345-348.

"Professors should be on boards of trustees only as private individuals. The profession of college teaching and the service of the college trustee do not intrinsically overlap one another." Traces briefly the history of boards of trustees pointing out that they are still viewed as representatives of the public interest. Conclusions: "The community of scholars is an idealized vestige of the past; corporate-management theory applied to the university appears to be a malfunction of the present. A model organization to activate college and university leadership must await consensus regarding the desirable qualities of higher education in the United States."

Tead, Ordway, "College Trustees: Their Opportunities and Duties," Journal of Higher Education, XXII (April, 1951), pp. 171-180.

Discusses the functions of a trustee in higher education; advocates diversity of experience and outlook in the composition of a board of trustees; identifies the selection of an administrative head as the major legitimate function and provides a checklist of characteristics and attributes to look for in a president. Also discusses the trustee's role in budgets, athletics, and federal aid. The author speaks from personal experience having been a trustee himself.

_____, "Role of the College Trustee," Educational Record, XLIV (July, 1963), pp. 258-265.

Author has been both a trustee and a college teacher. Central thesis is that the role of the trustee has an organic relationship to the success of higher education; poses nine questions which relate to this theme and answers each question in some detail. Collectively, questions cover the functions, responsibilities, and obligations of the trustee today. An excellent article.

_____, Trustees, Teachers, Students: Their Role in Higher Education. Salt Lake City, Utah: University of Utah Press, 1951. 120 pp. (See pp. 171-180, 226.)

The author recommends functional representation on boards of control; predicts greater faculty representation in the future; suggests limitation on length of service. MEETH

Four addresses delivered at the Utah Conference on Higher Education, September, 1950. The fifth, "The Role of the College Teacher in Our Culture" was delivered at a conference in Chicago. EELLS AND HOLLIS (A)

Walker, Eric A., "The President and His Board," Educational Record, XLV (Summer, 1964), pp. 246-250.

Points out that the increased interest in the function and responsibility of the trustee is the result of certain trends which have created strains

and tensions in the historical structure of the university. Identifies these trends and within this context discusses the role of the president and the board of trustees as well as the relationships between them.

Ward, Paul W., and others, "The Place and Function of Faculties in College and University Government," American Association of University Professors Bulletin, XLI (Spring, 1955), pp. 62-81.

Report of a 1953 American Association of University Professors study of actual faculty roles in 326 institutions, in respect to relations with trustees, selection of administrators, budget making, self-government. Considerable increase in professional influence since 1939 is revealed. BIGELOW

Watts, Ralph J., "Satisfying and Effective Relations Between President and Board," College and University Business, XII (April, 1952), pp. 25-26.

"Success in maintaining proper relationship between the chief administrator and the board of trustees depends upon the degree to which there exists mutual respect and confidence, a meeting of minds on the basic task of the institution, and a recognition of the functions of the components of the administrative organization." EELLS AND HOLLIS (P)

Weeks, Ila Delbert, "Five Tips for Presidents on Getting Along With the Board," College and University Business, XX (April, 1956), p. 33.

"The effectiveness of administration in colleges and universities is determined in a large measure by how well governing boards adhere to their accepted functions and how well the presidents of these institutions administer the policies set forth by the boards. It is obvious that there must be a feeling of confidence and respect between the college administrator and members of the board." EELLS AND HOLLIS (P)

_____. The University President and the Publics. National Association of State Universities Transactions and Proceedings, 1950, pp. 12-25. Briefer version, School and Society, LXXII (November 18, 1950), pp. 321-324.

Reports a study of presidential activities in relation to several publics: governing boards, faculty members, students, alumni, local community, legislatures, parents, professional organizations, press. Reasonable conclusion: "The presidents of state universities have a task that would challenge the energy and ingenuity of a superman." BIGELOW

West, Roscoe L. (Chairman), "Factors Affecting the Stability of Tenure of Presidents and Faculties of Teachers Colleges," Eighteenth Yearbook, American Association of Teachers Colleges, 1939. pp. 117-126.

Lists nine "Practices Dangerous to Stability" and 11 "Practices Making for Stability," derived from a report of a study made by the Association's Committee on Standards. Reports the results from a questionnaire covering 362 presidents of 127 institutions in 39 states who had terminated their services since 1900. Average length of service, 12 years. Six tables show

number of years of service, number of presidents dropped for political reasons, other reasons for termination of services, relation of resignations to size of board of control, and relation of stability to method of selection of president. Conclusions: presidents of colleges are more insecure than faculty members. A total of 20 per cent were asked to resign. Most of the instability of presidencies are found in a few states. EELLS AND HOLLIS (P)

Wilgrus, A. C., "Too Trustful Trustees," School and Society, LII (August 24, 1940), pp. 126-128.

One of the great weaknesses of higher education is that trustees are often chosen for the wrong reasons. Greater emphasis must be placed on the part trustees are to play in college and university affairs; trustees must be trusted rather than trusting.

Winters, George, "Faculty-Trustee Communications," American Association of University Professors Bulletin, XLII (Winter, 1956), pp. 621-628.

Faculty and boards of control consist largely of reasonable, rational men of good will. Communication between these two groups is broken because of varying viewpoints--the faculty is concerned with teaching and research, the trustees with finances. Communication cannot be restored by the president alone or a few faculty representatives on the board. It can be partially restored by (1) joint trustee-faculty conference committees, and (2) by using the academic dean as an academic consultant to the board of trustees. MEETH

Woodburne, Lloyd S., Principles of College and University Administration. Stanford: Stanford University Press, 1958. 197 pp. (See Chapter 1, "University Organization," pp. 1-34.)

Presents an excellent discussion of the relationships among and between the board and the president and other educational executives. The "slight anomaly" of a lay board exercising control over a specialized social organization is reviewed. This anomaly is resolved in most cases by (1) the self-denial of the board in the use of its legal powers, and (2) the extensive delegation of authority by the board to the president. MEETH

Woodburne, Margaret K., "Constructing a College on a Shoestring," School and Society, LXXXVI (January 4, 1958), pp. 12-14.

Discusses problems of finance, trustees, faculty, and plant. Conclusion: "A College on a shoestring is a possibility. It takes careful planning, wise use of resources, a sure tread, and a creative flair." EELLS AND HOLLIS (A)

Wriston, Henry M., Academic Procession: Reflections of a College President. New York: Columbia University Press, 1959. 222 pp. (See Chapter 2, "The Trustees," pp. 44-85.)

Custom as well as charter provisions often determine the organization and work of a board. Time and custom have shifted much of the substance of power from the board to the faculty. MEETH

Autobiographical, covering his presidencies of Lawrence College and Brown University. Chapters devoted to the president in his relation to the trustees, to the faculty, to the administration, to the students, to the alumni, and to the public. EELLS AND HOLLIS (P)

Woodring, P., "Books For University Regents and College Trustees," Saturday Review, XLIX (December 17, 1966), p. 86.

A list of recent books which the author feels are of particular interest to the college or university trustee.

Wriston, Henry, "Looking at the College Presidency in Retrospect," Association of American Colleges Bulletin, XLI (December, 1955), pp. 504-518.

Newly emeritus, a distinguished university leader talks directly to beginners in the trade. Ranging widely--from how to handle the mail to how to handle trustees--the advice is witty and wise. (Also to be found, along with other stimulating essays, in Wriston Speaking, Providence, Rhode Island: Brown University Press, 1957. BIGELOW